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ABSTRACT

The need for the use of multi-media in school art instruction is described and analyzed. A multi-media kit for teacher use is proposed and detailed, with descriptions of films and slides. Methods of classroom utilization of the kit are suggested. (SK)

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"MULTI-MEDIATED ART"

by

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A CULMINATING
EXPERIENCE FOR THE DEGREE
MASTER OF EDUCATION - EDUCATIONAL MEDIA
UNIVERSITY OF UTAH

Submitted by:

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July 1971

Supervisory Committee:
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I. INTRODUCTION

A. A Lack of Continuity in Curriculum

There are many Art teachers who either do not have a curriculum guide to follow, or who do not choose to use the existing one because they are dissatisfied with its contents. These teachers, having no valid guidelines to follow, must go on their own way. As a consequence, their students not only use techniques and materials they have experienced previously, but may also be deprived of essential learning. It is estimated that fewer than 60% of secondary schools have a written course of study in Art. Thomas Munro, one of Art education's most productive spokesmen asserts that

> The outstanding weakness in present day Art education, .. is the lack of continuity from grade to grade. It lacks vertical interrelation, from one rung of the ladder to the next higher one. Education in the Arts, as in other subjects, should ideally be cumulative, preceeding step by step without major gaps. At present, there is very little continuity. . . .in the Arts within our school system.[1]

The goals of Art education are intended to improve the ways in which people live, think, feel and do things. Art education can provide useful learning processes. The process of Art activity can give students an opportunity to apply reason to their impulses. In this way, students can learn to produce expressive forms by learning to invent, to use their imagination, and to draw and paint from their experience.

B. A Need for Sequential Experiences

In too many schools, no attempt has been made to develop the kinds of sequential experiences described by Munro. There is a necessity

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[1]Munro, Thomas, "Interrelation of the Arts," The Creative Arts in American Education, Harvard University Press, Cambridge, 1960, page 8.

for examining the structure of subject matter; a need to explore better means of developing a curriculum that will employ new problem-solving procedures. Art media is one of these areas that can further be developed in the education process of learning.

Today Art is a definite part of the instructional program because of its enormous educational potential in both elementary and secondary education. Educationally, a sound philosophy has emerged, pointing toward a balance between science and humanistic education. No other program of studies in the school curriculum puts such a premium on originality and demands more creative use of ideas, tools, and materials than does the Art education program.

> The completed Art object can be evaluated. In this way, the child will know something about how he can improve his work. He will also be helped to establish new directions for thinking and working. (Each Art activity is thus a stage in a continuing process, a basis for knowing how to make other Art works).[2]

The individual's special way of seeing, thing, inventing or expressing mind or invention will be of greater value if each Art activity is part of the whole, if there is order, logic and the utilization of sequential experiences. One Art experience should have a meaningful relationship to another Art experience; thus a continuing process; a curriculum based primarily upon sequential, meaningful Art experiences.

C. Media - Part of Today's Curriculum

> Modern technology has opened up many options to instructors. The classroom teacher no longer has to be chained to the classroom as he has been for many years. Technology can free him from routine tasks that he has previously performed over and over again, year after

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[2]Conrad, George. The Process of Art Education in the Elementary School, Englewood Cliffs, N. J. Prentice Hall, Inc., 1964, page 5.

year. His time can be spent in helping small groups of students or individual students instead of talking to large groups. He can now have the time and energy to interact with students, dealing with them as individual unique human beings.[3]

Part of the improvement and expansion programs that face educators today is the increasing emphasis and role of "media" and the use of media throughout the entire school curriculum. Media also allows for greater individual instruction and learning. As the learners gain increasing proficiency in teaching themselves with media, so will they be able to develop individual interests and experiences and hopefully gain greater insights.

> A key feature of using media is flexibility. The availability of numerous forms of new media, such as film loops, filmstrips, synchronized slide tapes, dial access gear, and new methods of display and control, enable the teacher to emerge from the traditional lecture-discussion format and give much more varied and individualized instruction. This general discussion of the broad functions of media provides the context for showing how media can be beneficial to the educational process.[4]

D. Development of Media Programs

> Multi-media or multi-image and multi-screen presentation techniques, using either front or rear-projection surfaces, are also likely to demand sophisticated local media-production resources. We expect that in the future many such presentations will be commercially prepared and packaged for local use, but we believe that when such installations are available in schools, unique use will demand the power to organize or reorganize and combine up-to-the-minute local media for teaching the groups involved.[5]

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[3]Banister, Richard E. "Writing and Illustrating Multimedia Lessons," Educational Media, Vol. 1, No. 4, July/August, 1969, page 22.

[4]Haney, John B., Ullmer, Eldon J., Educational Media and the Teacher, Wm. C. Brown Company Publishers, Dubuque, Iowa, 1970, page 8.

[5]Erickson, Carlton W. H. Administering Instructional Media Programs, Macmillan Company, New York, 1968, page 365.

One of my goals as Art Supervisor for the Jordan School District is to organize and develop media and media oriented art concepts of learning.

Media can greatly affect the way in which children and adults become aware of the world around them and teach them how to express themselves in their own way through many Art media and activities.

> It is safe to say that in many fields, half of the existing knowledge has been accumulated in the past ten to fifteen years. This fact has a very important implication for school curriculum design. Thus educators must be very selective in choosing the content to be learned in schools. . . .media can be used independently and individually.[6]

As learning becomes increasingly individualized through media development and utilization, media can be put to work to improve the instructional curriculum programs. "Properly prepared audio visual materials can help us teach our subject matter with increasing effectiveness at all levels of learning."[7]

One of the major tasks or responsibilities of the curriculum specialist, who has helped in identifing the goals and direction of the desired behavioral changes from students, should be the development of supporting media programs, units, kits or multi-media concepts. In essence then, this is part of my culminating experience --the development of a multi-media program in Art education. This is the purpose of this paper. . .to report on the development and organization of a multimedia Art unit or kit for teacher and student use.

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[6]Haney, John and Ullmer, Eldon J. Educational Media and the Teacher, William C. Brown Company, Dubuque, Iowa, 1970, page 4-7.

[7]Dale, Edgar, Audiovisual Methods in Teaching, 3rd Edition, Holt, Rinehart and Winston, New York, 1969, page 140.

E. Objective of My Culminating Experience

The main purpose of my culminating experience is to DEVELOP a multi-media Art kit rather than to evaluate the multi-media program's effectiveness. The effectiveness of multi-media is another complete study by itself and I make no attempt to evaluate--only to develop a kit that can be used by students and teachers in the Art education process.

F. Summary - Need for Local Development of Media Kits and Units

From the preceeding information concerning curriculum development and "media" in relation to today's technology, several important factors can be summarized as follows:

1. There is a general lack of continuity in curriculum development.
2. There is a need to develop meaningful and sequential experiences in curriculum planning.
3. Media and multi-media concepts are an important part of today's expanding technological curriculum.
4. There is a greater need to develop media and media related programs on a local level that work directly with the emerging curriculum.
5. My main objective in the culminating experience is to develop a multi-media art kit for student and teacher use.

II. MULTI-MEDIA CONCEPT OF LEARNING

A. Learning - the Role of Media

> As learners gain increasing proficiency in teaching themselves with media, so will they be able to develop individual interests and talents and thus amplify their differences from other pupils. This occurance contrasts significantly from the common practice of leading every pupil through the same content in the same time period.[8]

The question is asked in the media profession and in the education profession as well--"does media affect learning?" Is there a change in behavior or any varification that greater learning has taken place when media has been involved? What about the classroom environment, readiness, social factors of each child, the class atmosphere, or teacher attitude; are these important factors in learning? This report does not attempt to answer all the vital questions about media and learning but there is some light on what media can do for the learner. Within limitations . . . "filmstrips -- together with slides, transparencies and overlays--can be extremely effective for developing heightened attention and encouraging student and teacher participation in the learning process."[9]

Another factor in media and learning is the concept of variety. "There is reascn to believe that media are complementary, not competitive, and that a combination of media in the instruction process is superior to any one alone."[10]

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[8]Haney, John B., Ullmer, Eldon J. Educational Media and the Teacher, Wm. C. Brown Company Publishers, Dubuque, Iowa, 1970, page 8.

[9]Dale, Edgar, Audiovisual Methods in Teaching, 3rd Edition, Holt, Rinehart and Winston, New York, 1969, page 146.

[10]Dale, Edgar, Audiovisual Methods in Teaching, 3rd Edition, Holt, Rinehart and Winston, New York, 1969, page 157.

B. Definition of Multi-Media

Educators and teachers are now planning in terms of integrating different forms and techniques in media utilization, bringing them together in various ways, and this integration of different techniques can be classified as multi-media.

> Perhaps we should examine a definition of multimedia instruction. Multimedia instruction simply means using several media for teaching. The term MEDIA, as used in education, has too often been used to describe electronic devices; however, use of the term MEDIA in this series of articles refers to any means, agency, or instrumentality of communication. This definition encompasses a wide variety of modes fo communicating, including electronic, printed, lectures, discussions, and encounter groups.
>
> The instructor who begins to contemplate the use of multimedia instruction begins to think of instruction in a different light, for multimedia instruction opens up new concepts of the utilization of time, use of facilities, role of faculty and administration, scheduling of students, and planning of activities.[11]

Teachers can put these ideas to work and determine the most appropriate and effective mixtures of various media or combinations of multi-media. Combinations of visual materials can be effective when used together for a specific purpose.

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[11]Banister, Richard E. "What Does Multimedia Offer?" Educational Media, Vol. 1, No. 2, May 1969, page 12.

III. MULTI-MEDIA ART PROJECT

A. Purpose of This Report

The purpose of this project is to DEVELOP a multi-media art kit that would be available for student and teacher use. This kit or multi-media unit contains prepared visuals that would be grouped together as a unit or kit and circulated and stored through the media center.

B. Basic Contents of Art Multi-Media Kit

The kit contains prepared and selected visuals as follows:

1. Super 8 mm films
2. Colored slides
3. Projector-recorder unit; slides, recordings
4. Enlarged black and white photos assembled in story board fashion
5. Three dimensional models at various stages of completion

C. Method and Production

An Art multi-media program was developed around a clay ceramic unit. Ceramics or clay work is rather an active art visual form of artistic expression, so concern was given to the concept of motion and movement. Therefore a series of super 8 mm movies were developed and several movies were taken of the various progressive stages of the ceramic art project. Along with super 8 mm movies, a series of black and white photos and colored slides were also taken of the various stages of the art project, from the raw clay stage, shaping, texture of the clay body, joining of legs to the bowl form, the drying stage, the bisque fire in the ceramic kiln, the glazing, and the final finished product--a bowl shaped ceramic dish formed around a common round rock form.

Camera, film, lights and a host of supporting equipment and material were then obtained and arranged at the Jordan School District office. Some assistance was rendered by Sondra Roberts, my wife and by my two boys, Derek, age 9, and John, age 6. These people experimented with the clay forms and a setting and environment was established in preparation to the actual production. After exploring with camera and film the next step was the actual film making. This was done by me with three different cameras; (1) Yashika Camera using B/W film, (2) Konica, all colored slides, and (3) Bell Howell movie camera for all the super 8 mm movies.

After the initial film making procedures were completed the film was edited and additional films were retaken and the entire film process was again edited and ready for use in the classroom situation. Thus, the black and white film, the slides, movies and actual model itself was completed and organized into a total unit or kit.

D. Visuals: Production of Art Multi-Media Kit

The following pictures graphically illustrate the clay art project and the DEVELOPMENT of the multi-media art kit or unit.

IV. CLASSROOM UTILIZATION

A. Development - Not Evaluation

It was agreed by Dr. Bullough, chairman of my supervisory committee, and me that the art multi-media unit on clay ceramics should have some exposure to the classroom situation. It should be noted, here, that this report is concerned primarily with the development and organization of the media kit rather than an evaluation of the effectiveness or results of media in relation ot learning and problem solving.

B. Utilization in Schools (Chart A)

Several elementary teachers agreed to have an opportunity to work with clay or ceramics, so I was invited to wrok with students and teachers in the following schools:

SCHOOL AND TEACHER	GRADE LEVEL	DATE	MEDIA USED
1. Peruvian Park			
Mrs. V. Zarno	3rd	19 Feb. 1971	No visuals used
Mrs. N. Noble	3rd	19 Feb. 1971	No visuals used
2. Draper Elem.			
Mrs. James	5th	2 March 1971	No visuals used
3. Lark Elementary			
Mr. Belliston	4th	5 May 1971	Multi-media used
4. Cottonwood Heights			
Mrs. Strandquist	K	4, 11 May 1971	No visuals used
Mrs. Williams	K	4, 11 May 1971	Multi-media used
5. Sandy Elementary			
Mrs. Streeper	2nd	13 May 1971	3-D models and B/W enlargements
Miss Nash	2nd	13 May 1971	3-D models and B/W enlargements
6. Bell View Elem.	1st		
Mrs. Oseguera	2nd	15 June 1971	Multi-media used
Mr. Mira	3rd		
	4th		
	5th		
	6th		

The multi-media kits were used in about half of the elementary schools as indicated in Chart A of this report.

C. Visuals, Students at Work

The following photos are only a few selected samples of students at work with the clay or ceramic art project. All of the photos included here are examples of class participation or student involvement where multi-media art concepts were used.

V. SUMMARY

I did make general observation and form my own personal opinions from exposure to this experience of working with students and teachers in multi-media art. However, as stated earlier in this paper, the main purpose of this project (culminating experience) is based on the DEVELOPMENT of a multi-media art kit, rather than the evaluation of media effectiveness or non-effectiveness on learning in an art concept or situation of problem solving. A study about media effectiveness or analysis could well be considered in another study.

One important reason for me as to why I choose this type of culminating experience at the University of Utah in preparation for the degree of Master of Education is this: as an art supervisor or consultant for Jordan School District I can feel and see the need and demand for better utilization and more meaningful use of "media" in curriculum development and classroom learning. There is both a need and a demand in Jordan School District for up-to-date media programs, materials, equipment, software and hardware, and other types of media-related methods of learning. Therefore, I want to be part of the team in art education in helping develop more and better methods of up-to-date concepts of problem solving which directly effect the learning process of students. I feel media is part of the art education curriculum. This study, the development of multi-media art kits or units,is a forerunner of other media concepts that hopefully will be developed and utilized.

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